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INVESTOR IN PEOPLE



EVERY SCHOOL A GOOD SCHOOL

Supporting Newcomer Pupils

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FOREWORD BY CAITRÍONA RUANE MLA MINISTER FOR EDUCATION

Over recent years the increase in the number of people from various parts of Asia, Africa, Europe and the Americas choosing to work and raise their families here has allowed our society, including our school community, to have the opportunity to become truly diverse and multicultural.

Our educational experience has been enhanced by their arrival and our schools have created multicultural atmospheres of warmth, care, understanding and respect for all our pupils to thrive in.

I am very pleased to introduce to you the Department of Education's policy on supporting these newcomer pupils in school.

Enabling every child to fulfil his or her potential is at the heart of our drive to raise school standards. This policy is designed to create a framework whereby newcomer pupils are welcomed and valued in our schools and have access to the full range of the curriculum.

A good education is key to determining life chances such as the opportunity to gain qualifications and employment and play a part in society. It is our task in raising educational standards to enable our newcomer pupils to get the support they need to have the best possible chance to reach their potential.

A whole-school approach is needed to ensure that all children and young people, no matter in which school they are enrolled, what community or country they come from or in what part of the country they live, can fully participate in the school curriculum.

We have many excellent examples of schools, which have encouraging evidence of how they are delivering high standards of support for their newcomer pupils. However, more can be achieved. High expectations need to be matched by strong parental and community support. Along with this, I recognise the importance of partnership working and that key relationships in this area need to be developed between government departments, their agencies and the voluntary sector.

It is my hope that this document will provide schools with a sound framework for the support of their newcomer pupils. Together, we can make a real difference to the way newcomer families are received in our community.



April 2009

POLICY STATEMENT

1. The vision of the Department of Education is 'to ensure that every learner fulfils his or her potential at each stage of development'. The right to education is a fundamental human right and all children and young people, through participation at school, should have the opportunity to reach the highest possible standards of educational achievement. The Department recognises, however, that each child is unique and that there are children and young people who experience difficulties in learning, progressing and fulfilling their potential for a wide variety of reasons.
2. One such reason that affects many newcomer pupils is the difficulty they experience with the language of instruction when it is not their first language. Newcomer pupils are sometimes, but not always, from ethnic minorities and will invariably need support in settling into a new school, community and culture. However, their most pressing need is support with language in order to access education via the curriculum.
3. In the north of Ireland, parents can opt for their children to be educated through the medium of English or Irish. While the vast majority of newcomer pupils attend English speaking schools, they and their parents have the same options as other pupils and parents to choose schools and the language of instruction.
4. A 'newcomer pupil', for the purpose of this policy, refers to a child or young person who has enrolled in a school but who does not have satisfactory language skills to participate fully in the school curriculum and does not have a language in common with the teacher. It does not refer to indigenous pupils who choose to attend an Irish medium school. That circumstance is dealt with under the Irish medium education policy. This policy has been referred to previously as English as an additional language.
5. In recent years there has been a year on year rise in the number of newcomer pupils who, because of the language barrier, cannot readily access the curriculum. In addition, there is an increase in the variety of languages that these children have as their first language. As a result, the Department has given priority to developing a policy and putting in place a framework to ensure that newcomers receive the support they need to access the curriculum so that they can fulfil their potential.
6. In consultation with key stakeholders, a policy was drafted and subject to a 3 month public consultation. The analysis of the responses received indicates strong support for the draft policy. As a result, this Department is now formally adopting the following policy in relation to newcomer pupils.

Policy on Supporting Newcomer Pupils to Access the Curriculum

7. It is the policy of the Department to support the Education and Library Boards (ELBs) and schools in welcoming newcomer pupils into their school communities, so that they are assisted in their acquisition of the language of instruction, whether it be English or Irish, in an inclusive manner, to enable them to access the curriculum in particular and partake in every aspect of school life.
8. The Department will do this on two levels: - through a broad, consistent framework at ELB level and a flexible, responsive approach at school level, celebrating cultural diversity. The overall aim is to build the capacity and skills of the school workforce to support newcomer pupils.
9. First, this Department will fund the provision of a regional support service available to all grant-aided schools and special schools. The regional support service will be required to assess priorities, monitor areas of need and respond to changing needs in four key areas - pastoral, curricular, linguistic and intercultural.
10. The regional support service will provide support via:
 - a regional network of coordinators;
 - provision of quality translation and interpreting services;
 - provision of multi-lingual information to parents;
 - provision of information, training and resources for schools; and
 - provision of an aid for assessment.
11. Second, this Department will continue to fund schools directly, via the Common Funding Formula, on a per capita basis for each newcomer pupil who has significant language acquisition needs. This will enable schools to provide the support most appropriate to their newcomer pupils. Schools will be supported, via the regional service, to make best use of this funding by working in collaboration with other schools to produce economies of scale.
12. This policy is closely aligned to the overarching policy on raising educational standards 'Every School a Good School'. As with every other pupil, we want to make sure that newcomer pupils receive high quality teaching and the opportunity to develop their knowledge and skills in the core areas of literacy and numeracy and across the other areas of the revised curriculum. Where a pupil has other additional needs such as special educational needs, these will be addressed under the relevant policy.
13. This document details how the Department arrived at this policy, the structures that are currently in place to deliver it and work that still has to be progressed.

Chapter A

EXECUTIVE SUMMARY

1. This policy has been developed within the vision of the Department of Education, which is 'to ensure that every learner fulfils his or her potential at each stage of development' and the fundamental human right to education. The policy will address the barrier to learning of insufficient skills in the language of instruction to enable newcomer children and young people to access the curriculum, and the wider environment, which allows them to feel welcome within and participate fully in the life of the school.
2. The increase in the migrant population has enriched the diversity of our population, our cultural perspectives and has changed significantly the range of languages spoken here. In the education world, this has resulted in a significant and steady increase in the number of newcomer pupils in our schools.
3. The north of Ireland is experiencing a growth in the number of newcomer pupils from various parts of Asia, Africa, Europe and the Americas. In addition to the increasing numbers, the diversity of the backgrounds and the needs of newcomer pupils are now much wider than ever before.
4. These changing trends have prompted the Department to develop a formal policy. The draft policy was subject to a public consultation in 2007. The Department's policy on supporting newcomer pupils has been informed by extensive consultation and has undergone a rigorous development process.
5. The purpose of this document is to outline how the Department arrived at this policy to support newcomer pupils, the structures that are currently in place to deliver it and the work we still have to do.
6. It is the policy of this Department to support Education and Library Boards (ELBs) and schools in welcoming newcomer pupils into their school communities, so that they are assisted in their acquisition of the language of instruction, whether it be English or Irish, in an inclusive manner, to enable them to access the curriculum in particular and partake in every aspect of school life.
7. The Department will do this on two levels: - through a broad, consistent regional framework at ELB level and a flexible, responsive approach at school level. The overall aim is to build the capacity and skills of the school workforce to support newcomer pupils both now and into the future.

8. The Department has funded the setting up of a regional support service across the ELBs called the Inclusion and Diversity Service (IDS), to strengthen and improve support to newcomer pupils, by ensuring a consistent level of support and specialist advice is provided to all grant-aided and special schools.
9. The IDS is responsible for a variety of work areas from providing school-based support for initial parent/teacher meetings to follow-up advice on pastoral needs, basic language needs and curriculum support etc. In addition to this, it provides regional support for new teachers and Boards of Governors and is raising intercultural awareness etc.
10. The key services of the IDS that are currently available are:
 - diversity coordinators;
 - interpreting and translating services;
 - multi-lingual website;
 - toolkit for diversity in the primary school; and
 - continuous professional development.
11. The Department also funds schools directly via the Common Funding Formula and allocations to special schools, to afford them the flexibility to determine the best way of teaching the language of instruction to newcomer pupils, to enable them to access the curriculum. There are many good examples of how schools are achieving this.
12. The Department is responsible for the monitoring, reviewing and data collection in relation to this policy.
13. The Education and Training Inspectorate is responsible for quality assurance through school inspection and surveys of the support services provided by the IDS.
14. In the 2008/2009 financial year, the Department allocated a total of £6,545,000 to support newcomer pupils.
15. The Department recognises that there is a body of work that still remains to be done in supporting this policy and undertakes to progress this.
16. We hope that this policy and the structures that have been put in place will benefit our newcomer pupils and will enable them to fulfil their potential.

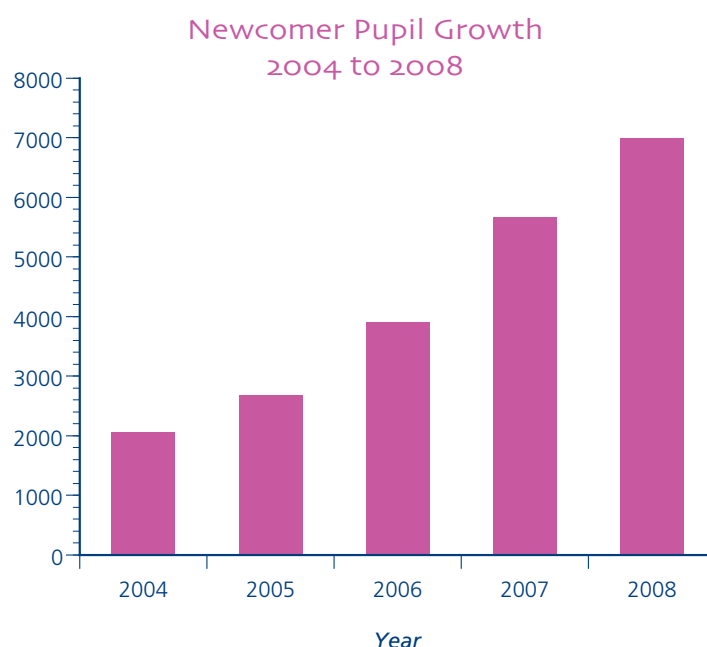
Chapter B

INTRODUCTION

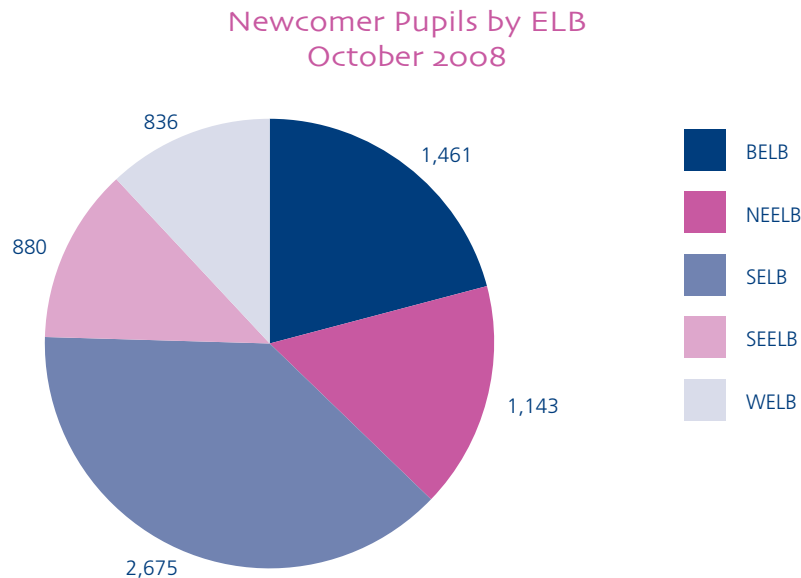
1. The purpose of this document is to outline how the Department arrived at this policy to support newcomer pupils, as defined at paragraph 4 of the Policy Statement, the structures that are currently in place to deliver it and the work we still have to do.
2. Whilst newcomer pupils are often from a background that falls under the definition 'ethnic minority' as used in the school census, (see Annex A), ethnicity alone does not indicate that language support is needed - eg Irish Traveller pupils, pupils educated abroad in the medium of English, second generation ethnic minority pupils etc.
3. Likewise newcomer pupils from a background that falls under the definition 'white', as used in the school census, often need language support eg pupils from EU countries.

Changing Trends

4. Society in the 21st century has become truly diverse and multicultural. There are now people from various parts of Asia, Africa, Europe and the Americas living in the north of Ireland. In particular, there is a steady pattern of growth of people from the new accession states of Eastern Europe. This increase in the migrant population has enriched the diversity of our population, our cultural perspectives and has changed significantly the range of languages spoken here.
5. This has resulted in a significant and steady increase in the number of newcomer pupils in our schools. In October 2008, 6,995 newcomer pupils were recorded on the school census - over 3 times as many as in 2004.

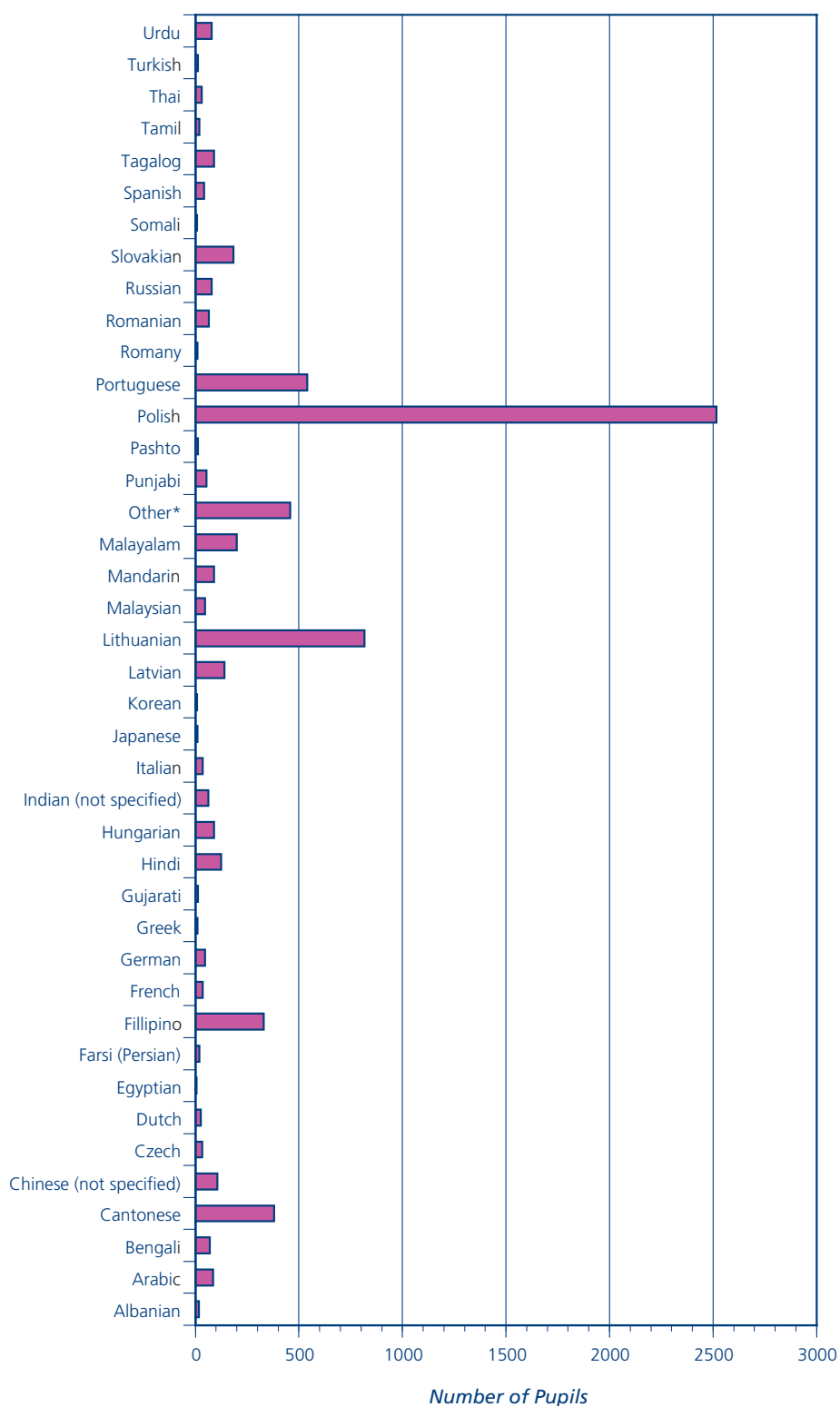


6. All areas of the north of Ireland are experiencing a growth in the numbers of newcomer pupils, hence the need for a regional approach.



7. In addition to the increasing numbers, the diversity of the backgrounds and needs of newcomer pupils are now much wider than ever before. According to the October 2008 school census, over 40 languages, other than English and Irish, are represented in schools.
8. The following chart gives a flavour of the variety of languages. Many of these languages subdivide further into a number of dialects. It should be noted also that the category 'Other' is made up of an undetermined number of languages. This makes it impossible to be definitive about the actual number of languages represented in our schools, but anecdotal evidence suggests it is close to 60 different languages.

Pupils by First Language October 2008



* The language groups represented in the 'Other' category are too small in number to disclose. The Department's Statistics & Research Branch can be contacted for further details on this.

9. We know that newcomer pupils are attending all school types, with the highest concentrations in primary and post-primary.

	Number of Newcomer Children
Primary	4,660
Post-Primary	2,142
Nursery Schools (statutory provision)	160
Special Schools	33
Total	6,995

10. We know that children who enter school from Key Stage 1 (age 7-8 years) onwards, and in particular, newcomer pupils in post-primary schools, may need more intensive teaching.
11. It is acknowledged that practical support has been available to support newcomer pupils. However, these changing trends have prompted the Department to develop a formal policy.

Policy Context - Legislation

12. Every child here has a right to education. This fundamental human right is enshrined in the Human Rights Act 1998.
www.opsi.gov.uk/ACTS/acts1998/ukpga_19980042_en_1
 It is supported by the UN Convention on the Rights of the Child, an international human rights treaty, www.unhchr.ch/html/menu3/b/k2crc.htm. This policy upholds that right for newcomer pupils.
13. Public authorities here, including this Department and ELBs, are subject to section 75 of the NI Act 1998, which requires them to promote equal opportunities and good relations between 9 groups of people including people with different religious beliefs, political opinions or racial groups. This policy seeks to have a positive impact on newcomer pupils, many with different religious beliefs, political opinions or racial groups as well as not having an adverse affect on the other 6 groups.
www.opsi.gov.uk/Acts/acts1998/ukpga_19980047_en_1

14. The Race Relations (NI) Order 1997 and (Amendment 2003) makes it illegal to discriminate against anyone because of their race in the area of education, among others. www.opsi.gov.uk/si/si1997/19970869.htm
<http://www.opsi.gov.uk/Sr/sr2003/20030341.htm> This policy enables the Department, ELBs and schools to comply with this legislation.

Policy Context - NICS Strategies

15. The policy is developed within the high level outcomes of the Ten Year Strategy for Children and Young People www.allchildrenni.gov.uk/ten-year-strategy.pdf and the shared aims of the Racial Equality Strategy www.ofmdfmini.gov.uk/race-equality-strategy.pdf
16. Throughout the process of developing the policy, the Department has carefully considered the needs of rural communities in conjunction with the guidance on rural proofing provided by the Department of Agriculture and Rural Development and the checklist developed by the Rural Development Council, which is included in the Rural Proofing Annual Report.
www.dardni.gov.uk/pubs-dard-strategies-reports-and-accounts-rural-proofing-guide

Policy Context - Education

17. The policy is consistent with, and developed within, the context of existing policies, such as the revised curriculum and a number of developing education policies and initiatives. These include:
- the Policy for School Improvement - Every School a Good School;
 - the Strategy for Raising Achievement in Literacy and Numeracy;
 - the Early Years 0-6 Strategy;
 - the review of Teacher Education;
 - the review of Special Educational Needs and Inclusion;
 - the review of Irish Medium Education;
 - the review of Alternative Education Provision;
 - Transfer 2010; and
 - the Taskforce on Traveller Education.

18. Whilst this policy supports the Department's overall commitment to raise standards, tackle educational underachievement and improve numeracy and literacy, there is no clear evidence that newcomer pupils are more likely to underachieve. Annex B is a table of highest qualifications of school leavers by ethnic origin, however, as discussed earlier, ethnicity alone does not indicate the need for support in the language of instruction. The Department recognises that there are gaps in statistical evidence on the achievement of newcomer pupils and is working to rectify this.
19. In particular, this policy fits firmly within the emerging concept of 'additional need', which recognises and encompasses the diversity within the classroom. That wider concept moves away from the in-child deficit model and recognises that many children at some time, and for a number of reasons, experience barriers to learning.
20. Any child facing a barrier to learning may require additional support to overcome the difficulty and develop to their full potential. The thrust of the emerging policy is not only to develop the capacity of schools to respond to the increasingly diverse learning needs of all pupils within a class but also embrace diversity and difference in working to ensure respect for all. This policy recognises that significant difficulty with the language of instruction presents a barrier to learning for newcomer pupils and seeks to develop the capacity of schools to respond.

How we Arrived at this Policy - Methodology

21. In November 2005, the Department commissioned a report entitled 'Review of English as an Additional Language (EAL)'. The review provided baseline information on provision, an overview of provision in other jurisdictions and highlighted the emerging issues. The review is on the Department's website at:
www.deni.gov.uk/review_of_english_as_an_additional_language_-_november_2005.pdf
22. The outcome was that the Department decided that there was a clear need to develop a policy.
23. In 2006, the Department began a pre-consultation exercise to research further the emerging issues and help identify exactly what support newcomer pupils need. As part of this exercise a number of reports were commissioned.
24. First, the Department's Education and Training Inspectorate was asked to survey 'The quality of learning and teaching and the standards and outcomes achieved by the learners in relation to the provision of English as an Additional Language'. The report indicated that there were inconsistencies in approaches to provision and

highlighted a number of issues as well as some good practice. The survey, which informed the draft policy, is on the Department's website at:

[*www.etini.gov.uk/english_as_an_additional_language-2.pdf*](http://www.etini.gov.uk/english_as_an_additional_language-2.pdf)

25. Second, Departmental officials carried out a number of interviews with Principals and teachers to discuss the issues around provision and possible ways of addressing these. The findings are included in the report 'English as an Additional Language - Summary of Interviews with Principals and Teachers'. This can be viewed on the Department's website at:
[*www.deni.gov.uk/leal_principal_and_teacher_interviews-2.pdf*](http://www.deni.gov.uk/leal_principal_and_teacher_interviews-2.pdf)
26. Third, the Department commissioned PricewaterhouseCoopers to conduct interviews with non government organisations (NGOs) and parents and children with an interest in newcomer provision in schools. The findings are included in a report entitled 'English as an Additional Language - Consultation December 2006' and can be viewed on the Department's website at:
[*www.deni.gov.uk/leal_consultation_with_pupils_parents_and_ngos_-_december_2006.pdf*](http://www.deni.gov.uk/leal_consultation_with_pupils_parents_and_ngos_-_december_2006.pdf)
27. Informed by all the above, the Department drafted a policy entitled 'Supporting Ethnic Minority Children and Young People who have English as an Additional Language'. The draft policy was the subject of a public consultation, for a period of 14 weeks from 29 January 2007 to 4 May 2007. However, responses were accepted over the summer of 2007 at the request of some NGOs. During the consultation period officials held meetings with NGOs, on request, to clarify proposals and responses. In addition, officials held awareness sessions in 10 schools, which were open to anyone with an interest in newcomer provision.
28. The Department received a total of 184 responses from a representative spread of organisations and individuals. The responses were largely supportive of the draft policy and included some further useful suggestions. The analysis of the responses is available on the Department's website at:
[*www.deni.gov.uk/index/21-pupils_parents-pg/18-english-as-an-additional-language/analysis_consultation_responses/analysis_document.htm*](http://www.deni.gov.uk/index/21-pupils_parents-pg/18-english-as-an-additional-language/analysis_consultation_responses/analysis_document.htm)
29. The Department's policy on supporting newcomer pupils has been informed by extensive consultation and has undergone a rigorous development process. The Department would like to take this opportunity to thank everyone who contributed at each stage of the policy development. A list of those who contributed is at Annex C.

Chapter C

HOW WE SUPPORT NEWCOMER PUPILS TO ACCESS THE CURRICULUM

1. This chapter outlines the support that is already available to grant-aided schools and special schools that have newcomer pupils who need support in their acquisition of the language of instruction. The term 'schools' in this document refers to nursery, primary, post-primary, and Irish medium schools that are grant-aided, along with special schools. Grant-aided schools are schools that receive funding from the Department through the Common Funding Formula.

Current Support from the Education and Library Boards

2. A regional support service called the Inclusion and Diversity Service (IDS), (previously referred to as the Ethnic Minority Achievement Service), was established on 1 April 2007 by the five Education and Library Boards (ELBs), to strengthen and improve support to newcomer pupils, by ensuring a consistent level of support and specialist advice is provided to all schools. Although it was necessary to establish this service in anticipation of the final policy, its functions and responsibilities have been amended to reflect the outcomes of the public consultation on the policy. (See Annex D).
3. The North Eastern Education and Library Board (NEELB) manages the service on behalf of all the ELBs until the new Education and Skills Authority (ESA) is in place. This regional approach not only ensures a consistent framework of support but will also ease the transition to ESA from 1 January 2010.
4. The IDS is managed by a Regional Adviser and is staffed by a regional support team, who have expertise in supporting newcomer pupils. By using this expertise and building upon the variety of services the ELBs had been previously providing to schools, it is able to channel its support directly to those schools that require it. The primary objective is to build the capacity of schools to support current and future newcomer children and to facilitate planning for the development of services.
5. The IDS is responsible for a variety of work areas, from providing school-based support for initial parent/teacher meetings, to follow-up advice on pastoral needs, basic language needs and curriculum support etc. In addition to this, it provides regional support for new teachers and Boards of Governors and is raising intercultural awareness etc.

6. As with any organisation, the service must have the flexibility to deploy its staff in delivering its services, according to priority. As it operates on a regional basis, it must target services to meet greatest need regionally, for example, initiatives in post-primary schools.
7. The following are key services that are currently offered by the IDS:
 - diversity coordinators;
 - interpreting and translating services;
 - multi-lingual website;
 - toolkit for diversity in the primary school; and
 - continuous professional development.

Diversity Coordinators

8. In January 2008, the service recruited diversity coordinators, who were assigned to cluster groups of schools. They are being used to help schools adopt a broad approach, specifically providing support to raise educational attainment by ensuring access to the curriculum, as well as pastoral and cultural integration. The coordinators also encourage and facilitate schools to work together in cluster groups to help realise economies of scale, especially for schools in rural areas.

Interpreting and Translating Services

9. It is recognised that parental support and schools' communication with parents is an important aspect of every child's education.
10. Therefore, in February 2007, two new services were set up, initially through a two-year funding package of £175,000 from the Children and Young People Funding Package, to provide access by schools and parents to qualified interpreters and to allow for the translation of standard education related statutory documents in various languages for teachers, newcomer pupils and their parents.
11. Although that particular funding programme has ceased, these services will be sustained through funding allocations by the Department.
12. These services are currently directed at:
 - initial parent/teacher interviews;
 - parent consultation interviews;

- critical incidents; and
- pastoral care issues.

13. As a by-product of the translation services, school policy documents, which have been translated, have been placed on the multi-lingual website (see below), for use by schools and parents and any other interested parties.

Multi-Lingual Website

14. To provide more assistance with home/school communication, the IDS has developed a multi-lingual website, which can be used by either newcomer parents, to get a fuller understanding of the education system, or teachers when they are discussing aspects of the education system with newcomer parents.
15. The website, which has been in place since June 2007, is currently available in English, Irish and the 15 most frequently identified first languages used in the north of Ireland. It can be accessed at www.education-support.org.uk/

Toolkit for Diversity in the Primary School

16. The whole island of Ireland faces the challenge of creating an inclusive primary school culture, which not only welcomes newcomer pupils but turns the linguistic, cultural and ethnic diversity to the educational advantage of all.
17. In December 2007, the 'Together towards Inclusion - Toolkit for Diversity in the Primary School', was launched and made available to every primary school in the island of Ireland, to contribute to this essential process. This toolkit was developed on an all-island basis to help every primary school teacher in Ireland support their newcomer pupils. It has been designed as a usable tool with clear learning and teaching aims and will benefit both teacher and pupil.
18. The toolkit promotes a positive view of the challenges and opportunities created by a diverse school population for developing respect for each person, for linguistic and cultural enrichment and for the preparation of all young people to take their places in the intercultural society in which they live. The IDS can provide more information about the toolkit, which is available at:
www.education-support.org.uk/teachers/ids/toolkit-for-diversity-primary/
19. This toolkit has been well received by teachers. It is intended that work on an adapted toolkit for special and post-primary schools will begin in the 2008/2009 school year. A new toolkit for nursery schools is also planned for the future.

Continuous Professional Development

20. The IDS provides continuous professional development for education professionals in respect of newcomer pupils. This includes school Principals, teachers, classroom assistants and other staff in schools, who need to communicate with newcomer pupils and their parents.
21. During 2008, the IDS commenced an ambitious programme of regional in-service training provision, to help schools develop expertise in pastoral, curricular and language support needs of newcomer pupils, on a whole-school basis.
22. The programme aims to build capacity to support newcomer pupils in schools across the north of Ireland and is doing this by providing schools with training based at teacher centres located throughout the north of Ireland, advice and support for the following:
 - welcoming parents who are new to the north of Ireland;
 - the induction of newcomer pupils;
 - providing for a newcomer pupil's pastoral, language and curricular needs;
 - assessing a newcomer pupil's progress;
 - the professional development of beginning teachers;
 - promoting intercultural awareness; and
 - raising awareness for Boards of Governors.
23. In 2007, the IDS put in place the 'Primary Schools Support Programme' - a two-year rollout for primary in-service training, which is based on the 'Together towards Inclusion - Toolkit for Diversity in the Primary School'.
24. In addition, a similar two-year programme 'Post-Primary Schools Support Programme', based on 'The Way in: Accessing Language and the Curriculum in the Post-Primary Context', is also in place.
25. The full range of responsibilities of the IDS, along with their target completion dates, is outlined in detail in Annex D.

26. The IDS can be contacted at:

Inclusion and Diversity Service
North Eastern Education and Library Board
Antrim Board Centre
7 Lough Road
ANTRIM
BT41 4DH

Help-Line: 028 9448 2210
Email: ids@neelb.org.uk

Current Support within Schools

27. Each school may have a different approach to how it best supports its newcomer pupils. Therefore, it is recognised that schools must be afforded the flexibility to determine the best way of teaching language skills to newcomer pupils to enable them to access the curriculum. However, they must provide the highest quality of teaching and learning, focusing on the standards and outcomes achieved by such pupils and on using these outcomes to inform future teaching and learning.
28. Using their additional funding, many schools have either appointed a coordinator or have identified a teacher who has responsibility for newcomer pupils. In some cases bilingual classroom assistants have been employed in those schools that have a large number of newcomer pupils. Others have made successful applications to obtain the services of the British Council funded Comenius Language Assistant scheme, from other countries of Europe. These language assistants have successfully supported classroom teachers in enhancing the use of basic literacy and communication skills across the curriculum of newcomer pupils.
www.britishcouncil.org/comenius.htm
29. Some schools receive funding under the Extended Schools programme and have used this to support newcomer pupils and their families. Across all ELB areas there are examples of programmes being delivered to pupils and parents who have little grasp of the local language.
30. Whatever approach a school may take, it is vital that newcomer pupils are made to feel welcome and happy in their environment and that this is used as the basis to help them learn. The following schools have kindly provided us with some examples of how their schools have benefited from having newcomer pupils in attendance and the ways in which they have been supporting these pupils.

Botanic Primary School, (BELB)

"We have a number of resources for teachers and parents such as dual language books, bilingual dictionaries, an EAL resource room and a core reading scheme. In addition to this, we also have EAL teaching support for first stage learners, a number of classroom assistants and volunteers from Stranmillis 4th year students".

Millburn Primary School, (NEELB)

"In seeking to meet the children's language needs, the school adopts a communicative approach to language acquisition in line with strategies developed by the Council of Europe. We have been fortunate in that we have two highly trained specialist EAL teachers, who are committed to supporting our newcomer children in acquiring the necessary language competence and personal confidence to engage fully with their peers and to access the wider curriculum. In addition, language support classes are provided for parents and adult members of the migrant community in the school premises".

St Joseph's Primary School, Lisburn (SEELB)

"They (newcomer pupils) are so determined to communicate and at this they work really hard. This has broadened all our horizons and helped us to change our teaching styles for the good of all children. Including the children in all classroom activities, preparing key words to help them understand the lesson and supporting them with adult help, all helps to create a culture of warmth, care, respect and understanding".

Brownlow Integrated College, (SELB)

"Academic success is our goal for our EAL pupils as well and we aim for them to do at least as well as their classmates. We actively celebrate our diverse community and embrace the multicultural aspect of our changing school community. A structured induction process ensures that EAL pupils feel welcome and informed upon arrival. The induction process involves a detailed interview with an interpreter present, during which we find out essential information about the pupil, academically and personally. We offer a tailored programme of language support until the pupil can cope with the demands of the curriculum. At GCSE level we offer language and subject specific support, alongside a reduced timetable at KS4. The EAL co-ordinators we have offer guidance for subject choices at the end of KS3 and the careers department in giving advice post-16".

St Eugene's High School, (WELB)

"We have been able to provide support through various means to help our EAL pupils. For instance, we are making good use of the support given to us by one of the diversity coordinators of the IDS. In addition to this, we have in place a visual timetable and a home school journal updated with key words by every teacher. We also have a customised welcome pack giving all the information they need about the school. The extended schools project also funds extra English classes by a teacher being trained in TESOL (Teaching of English to Speakers of Other Languages). We are contributing to a cultural programme by submitting a video produced by the students with contributing parts by students whose first language is not English".

Presentation Primary School, (SELB)

"Approximately 50% of our pupils have English as their second language. Our school community has welcomed our EAL pupils with open arms and the school ethos is evident within each child. We have been able to employ Polish and Portuguese classroom assistants as the majority of our EAL children are from these countries. Not only do they work in various classes through the school but they are invaluable in helping with the induction programme and are a vital point of information for our parents. In addition to this we use the support of one of the Inclusion and Diversity Service's diversity coordinators who provides us with advice in how best to support our EAL pupils".

Knockbreda High, (SEELB)

"As an integral part of induction, each pupil is assigned a mentor, who volunteers to assist with the daily routines of life and work in a new school environment. Teaching staff, including a trained TEFL (Teaching of English as a Foreign Language) teacher assist in the development of language skills, which helps each pupil access the school curriculum".

St Patrick's & St Brigid's Primary School, (NEELB)

"We are a rural school of approximately 450 pupils and due to our geographical location are isolated from other similar sized schools. We have a wide variety of language groups represented in our school and therefore have various types of support in place. We have an EAL diversity coordinator from the Inclusion and Diversity Service, a classroom assistant and an enrichment programme running with the local post-primary school whose pupils support the oral development of our newcomer pupils".

Oakgrove Integrated Primary School, (WELB)

"We have been able to use the skills of a number of our staff who we have been trained in the TEFL (Teaching of English as a Foreign Language) course to support specific EAL children both in class and in an after-school club. The highlight of the school's social calendar is a celebratory multi-cultural evening. It is very well attended and food is enjoyed from all the countries that our children are linked to. It is a great event for bringing together all parents and staff to celebrate the diversity of the Oakgrove community".

Chapter D

ROLES, RESPONSIBILITIES AND FUNDING

1. This chapter outlines the roles and responsibilities of the Department, the Inclusion and Diversity Service (IDS) and the Education and Training Inspectorate (ETI), in relation to this policy to support newcomer pupils.

Department of Education

2. The Department of Education is responsible for this policy and making sure that the IDS fulfils its responsibilities, to provide improved support services for schools with newcomer pupils.
3. The Department allocates and monitors funding to the IDS for support services for schools with newcomer pupils, and to schools through the Common Funding Formula and allocations to special schools.
4. The Department will monitor and review the policy and implement relevant data collection.

Inclusion and Diversity Service/Education and Skills Authority

5. The regional IDS is responsible for delivering and developing future services in accordance with its responsibilities as outlined in Annex D. It must provide the Department with accurate financial data on a monthly basis.
6. The new Education and Skills Authority, of which the IDS will be part, will have a key role in monitoring the performance of individual schools, particularly the standards of attainment, providing advice and support and challenging, where necessary. The standards achieved by newcomer pupils are an integral element of the performance of an individual school.

The Education and Training Inspectorate

7. The ETI will regularly monitor, assess and report on the effectiveness of this strategy and how the IDS is implementing it.
8. The ETI will regularly survey the support services for which the IDS has responsibility, to make sure it is delivering a high-quality service, on request from the Department. In addition to this, as part of its regular institutional inspection programme, the ETI

will evaluate the extent to which each school caters for the educational needs of all its pupils, and the quality of that provision. The ETI will report on the educational outcomes for newcomer pupils as a whole, to ensure they are achieving to the expected level in line with 'Every School a Good School'.

Schools

9. Schools need to ensure that the funding they receive is used to support their newcomer pupils. Schools should spend that factor of the formula on building upon and maintaining the expertise of their teaching staff and on support services, for the benefit of their newcomer pupils within the school.
10. Where possible, they should avail of the services provided by the IDS. As the majority of time spent in teaching English or Irish to the newcomer pupil will be completed within the school and by the teaching staff of the school, we encourage those schools with small numbers of newcomer pupils, and hence smaller amounts of the Common Funding Formula factor, to work with other schools in a joined-up approach, through the sharing of resources, for the benefit of their newcomer pupils.
11. Schools should seek ways to promote inclusion and develop respect for others in the school community, especially through education on citizenship in the revised curriculum, which gives pupils the knowledge and skills they need to understand and appreciate diversity.

Funding

12. The following details the funding mechanisms in place to implement this policy to support newcomer pupils.
13. This policy is funded in a number of ways: the Department allocates earmarked funding to the IDS, grant-aided schools are funded directly through the Common Funding Formula and special schools receive a separate allocation.

Earmarked Funds

14. At present in each financial year, an amount is earmarked specifically for support services for newcomer pupils. This amount was £1,015,000 in 2008/2009 and was allocated directly by the Department to the IDS to use to support schools in supporting their newcomer pupils.

Common Funding Formula

15. The Common Funding Formula is a way in which the Department allocates non-earmarked funds to grant-aided schools. This formula has a factor, which is provided for those newcomer pupils who are recorded on the school census as needing support in the language of instruction, to access the curriculum. In 2008/2009, the factor was £983 per newcomer pupil, which gave a total of almost £5,500,000. This was on top of the earmarked funding allocated to the IDS.

Funding for Special Schools

16. At present special schools receive funding on a yearly basis. This funding is based on the number of newcomer pupils in special schools who have been recorded on the October census. The funding is usually allocated to the IDS in July of the new financial year, which in turn allocates it to those special schools with newcomer pupils. In 2008/09 a total of £30,000 was allocated.
17. This means the Department allocated a total of £6,545,000 in 2008/2009 to implement this policy.

Chapter E

WHAT WE STILL NEED TO DO

1. This chapter outlines what still needs to be done to implement the policy on supporting newcomer pupils.

Department of Education

2. The Department is responsible for monitoring and reviewing this policy. It will complete a review on this policy after 2 years, to ensure the support structures outlined in this document are of a high quality and are meeting the needs of our newcomer pupils. Until the review takes place, the Department will continue to monitor implementation of the policy.
3. Although as noted previously, there no clear evidence that newcomer children are likely to underachieve, the Department recognises that there are gaps in the data it collects in relation to the educational achievement of newcomer pupils and of ethnic minorities. We are addressing this to ensure that we have a sound evidence base. Improved data will facilitate forward planning of effective support for newcomer children and will link into wider work to develop contextual value added measures of educational attainment.
4. We are aware that schools have difficulty in assessing if a newcomer pupil qualifies for the factor in the Common Funding Formula because of the definitions used. We are currently developing guidelines for schools.
5. The Department is acutely aware of the gap in funding for schools when newcomer pupils arrive after the school census is taken in October each year. We are actively seeking ways to address this as a matter of urgency.
6. The funding mechanism for newcomer pupils within special schools will be reviewed by this Department.
7. We are conscious that there are newcomer pupils in settings that currently are not included in this policy eg private and community playgroups participating in the Pre-School Education Expansion Programme (PSEEP) and alternative education provision (AEP), but who nonetheless require support. We are seeking ways to close these gaps.

8. The Department will regularly ask the ETI to survey the support services, for which the IDS has responsibility, to ensure it is delivering high quality services and that newcomer children are achieving to the standards expected of all children.

Inclusion and Diversity Service

9. The IDS has a large body of work to complete. Much of it is underway and is listed in Annex D.
10. The IDS is responsible for developing aids for schools in initial and continuing assessment. It is likely that this will be done by adapting the European Language Portfolio, which is based on the Common European Framework of Reference. (See Annex E for more information on this). The responsibility to assess and monitor individual pupils will remain with schools.

Annex A

ETHNIC MINORITY GROUPS WITHIN THE SCHOOL CENSUS

- Irish Traveller
- Chinese/Hong Kong
- Indian/Sri Lankan
- Pakistani
- Bangladeshi
- Black Caribbean
- Black African
- Black Other
- Korean
- Mixed Ethnic Group
- Other Ethnic Group

Annex B

HIGHEST QUALIFICATION OF SCHOOL LEAVERS BY ETHNIC ORIGIN⁽¹⁾

(Extract from Department of Education Statistical Press Release - 6 August 2008)

2006/2007 Total	Numbers	%
WHITE⁽²⁾		
<u>A levels</u>		
3 or more (or equivalent) ⁽³⁾	9,555	39.0
2 (or equivalent) ⁽³⁾	1,362	5.6
1 ⁽³⁾	633	2.6
<u>GCSEs</u>		
5+ A*-C (or equivalent) ⁽⁴⁾	4,305	17.6
1-4 A*-C (or equivalent) ⁽⁴⁾	4,886	19.9
Other grades (1+ D-G) ⁽⁵⁾	2,812	11.5
5+ A*-G (or equivalent) ⁽⁶⁾	10,204	41.6
1-4 A*-G (or equivalent) ⁽⁶⁾	1,799	7.3
No GCSEs ⁽⁷⁾	947	3.9
No Formal Qualifications ⁽⁸⁾	720	2.9
TOTAL WHITE	24,500	100.0
MINORITY ETHNIC GROUPS⁽²⁾		
<u>A levels</u>		
3 or more (or equivalent) ⁽³⁾	125	41.3
2 (or equivalent) ⁽³⁾	16	5.3
1 ⁽³⁾	9	3.0
<u>GCSEs</u>		
5+ A*-C (or equivalent) ⁽⁴⁾	44	14.5
1-4 A*-C (or equivalent) ⁽⁴⁾	50	16.5
Other grades (1+ D-G) ⁽⁵⁾	33	10.9
5+ A*-G (or equivalent) ⁽⁶⁾	102	33.7
1-4 A*-G (or equivalent) ⁽⁶⁾	25	8.3
No GCSEs ⁽⁷⁾	26	8.6
No Formal Qualifications ⁽⁸⁾	24	7.9
TOTAL MINORITY ETHNIC GROUPS	303	100.0

NOTES

1. Excludes special and independent schools.
2. 'Minority Ethnic Groups' includes Irish Travellers. The 'White' figures do not include Irish Travellers.
3. Includes AVCE qualifications.
4. Includes Grades A*-C only and GNVQ Intermediate qualifications.
5. Includes Grades D-G only and GNVQ Foundation qualifications.
6. Includes GNVQ Intermediate and GNVQ Foundation qualifications.
7. Includes those who undertook no GCSE examinations or obtained no graded results but who obtained other qualifications such as RSA, Pitman, City and Guilds etc.
8. Includes only those with no qualifications of any kind.

NB The non-shaded rows sum to the total. Figures in the shaded rows overlap with other rows. In addition there were 24 pupils for whom an Ethnic group was not given.

Annex C

CONTRIBUTORS TO THE POLICY

Education & Library Boards

Belfast Education & Library Board
North Eastern Education & Library Board
South Eastern Education & Library Board
Southern Education & Library Board
Western Education & Library Board

Education Related Organisations

Association of Teachers and Lecturers
Belfast Institute of Further & Higher Education
CCMS
East Tyrone College of Further & Higher Education
General Teaching Council NI
NAHT NI
Newstart Education Centre
North West Institute
Stranmillis University College
UCET
Ulster Teachers Union
University & College Union
University of Ulster
Upper Bann Institute

Nursery Schools

Strathfoyle Nursery School

Primary Schools

Acorn Integrated Primary School
Ballyclare Primary School
Ballyhenry Primary School

Ballymena Primary School
Bangor Central Integrated Primary School
Botanic Primary School
Cranmore Integrated Primary School
DH Christie Memorial Primary School
Dundonald Primary School
Dungannon Primary School
Gillygooley Primary School
Good Shepherd Primary School
Holy Family Primary School, Magherafelt
Holy Trinity Primary School, Cookstown
Holy Trinity Primary School, Enniskillen
Lisnagelvin & Good Shepherd Primary School
Londonderry Model Primary School
Loughview Integrated Primary School
Maine Integrated Primary School
Millburn Primary School
Moirá Primary School
Newcastle Primary School
Oakgrove Integrated Primary School
Omagh County Primary School
Presentation Primary School
Pond Park Primary School
Rosetta Primary School
Strandtown Primary School
St Anne's Primary School, Strabane
St Bernard's Primary School, Glengormley
St Brendan's Primary School, Craigavon
St Bride's Primary School, Belfast
St Brigid's Primary School, Londonderry
St Colman's Abbey Primary School
St Columba's Primary School, Kilrea
St Joseph's Primary School, Belfast
St Joseph's Primary School, Carryduff
St Joseph's Primary School, Enniskillen
St Joseph's Primary School, Lisburn
St Malachy's Primary School, Coleraine
St Mary's Primary School, Claudy
St Mary's Primary School, Cushendall

St Patrick's Primary School, Craigavon
St Patrick's & St Brigid's Primary School, Ballycastle
St Peter's Primary School, Newry
Tír-na-nóg Primary School
Windmill Integrated Primary School

Post-Primary Schools

Antrim Grammar School
Ashfield Girls High School
Ballymoney High School
Bangor Academy & 6th Form College
Brownlow Integrated College
Down High School
Downshire School
Drumcree College
Edmund Rice College
Glengormley High School
Knockbreda High School
Lismore Comprehensive
Newry High School
Oakgrove Integrated College
Orangefield High School
Royal School Dungannon
St Aidan's High School
St Columban's College
St Eugene's High School, Castlederg
St Fanchea's College
St Joseph's College, Belfast
St Joseph's College, Coalisland
St Louise's Comprehensive
St Joseph's Boys' High School, Newry
St Malachy's High School

Special Schools

Tor Bank Special School

Organisations

ANIMATE - Dungannon & South Tyrone Borough Council

Blind Centre (NI)

British Red Cross

Business in the Community

Children's Law Centre

Chinese Welfare Association, Belfast

Chinese Welfare Association, Derry

Coleraine Multicultural Forum

Community Relations Council NI

Disability Action

Down District Council

Embrace

Equality Commission NI

GEMS NI Ltd

Greater Shankill Community Council

Hands that Talk

Indian Community Centre

Irish National Teachers' Organisation

Latinoamerica Unida

Multi Cultural Resource Centre

National Deaf Children's Society

NICEM

NICIE

NICCY

NIMFA

NIPPA

Polish Welfare Association

SENAC

Sikh Community Association

STEP

St Colmicille's Parish

The Welcome Project

Windsor Women's Centre

Women's Forum NI

Wycliffe Bible Translators

174 Trust

Members of the public

Anna Lo MLA

SDLP

Annex D

INCLUSION AND DIVERSITY SERVICE - RESPONSIBILITIES

Area of responsibility	Target date
A Support schools on four key aims: <ul style="list-style-type: none"> ■ pastoral; ■ curricular; ■ linguistic; and ■ intercultural 	2007-Ongoing
B Provide a regional team which has the skills needed to train and support teachers in specific issues, such as: <ul style="list-style-type: none"> ■ the inclusion of newcomer pupils in primary and post-primary schools; ■ special initiative programmes; ■ anti-racism and attitudinal work; ■ intercultural learning and dialogue; ■ the school ethos and pastoral care; ■ mother tongue awareness and acquisition; and ■ links between the school and the community, through interagency and partnership working. 	2007-Ongoing
C Encourage the professional development of teaching staff, through the Inset training programmes for: <ul style="list-style-type: none"> ■ beginning teachers; ■ established teachers; and ■ classroom assistants. 	2007-Ongoing
D Provide access to interpreting services.	2007-Ongoing
E Provide access to and co-ordinate translations of statutory documents, in various languages, for teachers, pupils and their parents.	2007-Ongoing
F Maintain a multi-lingual website, which will aid home/school communication by giving newcomer pupils and their parents information about schooling and the curriculum in the north of Ireland.	2007-Ongoing

Area of responsibility		Target date
G	Develop teaching and learning resources for teachers, such as:	
	■ European Language Portfolio for primary and post-primary schools;	2008-2010
	■ Toolkit for primary schools (issued December 07);	2007-2008
	■ Toolkit for post-primary schools;	2008-2012
	■ Toolkit for special schools;	2008-2012
	■ Toolkit for nursery schools; and	2008-2012
	■ Dual language texts.	2008-2012
H	Provide an Inclusion and Diversity Service website specifically for schools to access resources.	2007-Ongoing
I	Promote the use of 'Information Communication Technology' (ICT) in whole-school and classroom context, to support the learning needs of newcomer pupils.	2007-Ongoing
J	Regularly monitor, audit and self-evaluate all Inclusion and Diversity Service services.	2007-Ongoing
K	Provide the Department with the financial breakdown of how allocated earmarked funding is being used.	Monthly
L	Promote best practice and research latest ideas in this field.	2007-Ongoing
M	Establish a regional forum, made up of a proactive and comprehensive representation of education services, to allow for the sharing of good practice and new ideas.	Biannual 2007-Ongoing
N	Participate in interagency partnerships.	2007-Ongoing
O	Promote international collaboration through research, networking and developing international partners such as the Comenius Language Assistant scheme.	2007-Ongoing
P	Establish partnerships with Initial Teacher Education, Further Education and Post-16.	2007-Ongoing
Q	Promote a north/south collaboration.	2007-Ongoing
R	Liaise with, and regularly inform, Principals and Boards of Governors, through tailored information sessions.	2007-Ongoing
S	Liaise with examination bodies on formal assessment and examination pathways.	2007-2009

Annex E

EUROPEAN LANGUAGE PORTFOLIO

The portfolio can be used by teachers as a learning tool when they are assessing a newcomer pupil's proficiency in the language of instruction. It will be of benefit, not just for teaching staff, but also newcomer pupils and their parents.

The 'Global Benchmarks of Communicative Proficiency', which are used in the European Language Portfolio, can be an ongoing reference point for teachers, as they continually monitor a pupil's progress. The benchmarks are specified at the three levels of language development which are of particular importance to newcomer pupils in primary education, ie A1, A2 and B1.

The European Language Portfolio will help teachers:

- Identify what languages pupils already know and what they can already do.
- Help pupils understand and plan what they need to learn.
- Promote intercultural awareness.

The European Language Portfolio will help pupils:

- Record what they can do in languages, including their home languages.
- Understand what they need to learn so that they can join in all classes and activities in the school.
- Record what they have learned and what they need to learn.
- Organise their work so that they can use it to remind themselves about what they have already learned.
- Learn the language that they need for school subjects to access the curriculum.
- Show teachers what they can already do in the language of instruction, particularly if they change class, school or even country.

The portfolio will also let parents see how their children are progressing in school.

USEFUL RESOURCES AND WEBSITES

Department of Education

www.deni.gov.uk/index/21-pupils_parents-pg/18-english-as-an-additional-language.htm

‘Joined Up Developing Good Relations in the School Community’

<http://www.nicie.org/archive/Joined-Up.pdf>

‘Toolkit for Diversity in the Primary School’

www.education-support.org.uk/teachers/ids/toolkit-for-diversity-primary/

Education Support Website for Parents and Teachers

www.education-support.org.uk

Education Support Website - Translated School Policies

www.education-support.org.uk/teachers

Migration Nation Statement on Integration Strategy and Diversity Management

diversityireland.ie/Publications/upload/File/Migration%20file.pdf

Common European Framework of Reference

www.education-support.org.uk/teachers/ids/cefr-primary/

The Learning Migration Network

www.migrationhistory.com

Primary School Assessment Kit

www.education.ie/servlet/blobServlet/PSAK_index.htm

Up and Away

www.ncca.ie/uploadedfiles/Curriculum/inclusion/Up_and_Away.pdf

My First English Book

www.ncca.ie/uploadedfiles/Curriculum/inclusion/First_English.pdf

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